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ABSTRACT

The report describes the Kansas State University Community Service Program, which reduces student indebtedness in return for involvement in community service activities. The program is administered and coordinated by students and has four major components: (1) Community Service Teams--interdisciplinary teams of four to five students who live and work in rural Kansas communities for 8 weeks each summer using their academic skills to complete projects developed by community leaders; (2) groups of students who assist rural communities with short-term, labor-intensive projects; (3) mini-grants which fund student-initiated service projects; and (4) a clearinghouse which identifies and coordinates student community service opportunities. The program has involved 883 students serving 55 communities and has provided a total of $172,808 in financial aid (in salaries, stipends, and scholarships) over a 2-year period. (DB)

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Project Director:	Marvin A. Kaiser Associate Dean College of Arts & Sciences Eisenhower Hall Kansas State University Manhattan, Kansas 66506 Telephone: (913) 532-6900
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The Kansas State University Community Service Program was established to provide opportunities for college students to become involved in community service activities in rural Kansas communities while reducing their indebtedness.

The KSU Community Service Program has four major components administered and coordinated by students:

(1) Community Service Teams--interdisciplinary teams of 4-5 students who live and work in rural Kansas communities for eight weeks each summer using their academic skills to complete projects developed by community leaders;

(2) Community S.A.V.E.--groups of students who assist rural communities with short-term, labor-intensive projects;

(3) Mini-Grants--a resource for student-initiated service projects developed through participation in a grant application and implementation process;

(4) Clearinghouse--identifies and coordinates a broad range of student community service opportunities.

The KSU Community Service Program has organized service opportunities for 883 KSU students serving 55 communities and has provided $172,808 in financial aid from October 1, 1987 to September 30, 1989.

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KANSAS STATE UNIVERSITY COMMUNITY SERVICE PROGRAM

Executive Summary

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Project Overview. The Kansas State University Community Service Program (CSP) is the result of the collective efforts and concern of many faculty members at the university. This group of faculty were responding, with their colleagues across the nation, to growing evidence that college students seem to be little concerned with issues of civic responsibility and social justice. However, coupled with this larger concern was a concern for Kansas State University and its institutional response to student attitudes. Universities have increasingly placed emphasis on their role in preparing individuals for jobs and careers. This emphasis was of particular concern at Kansas State University, where service is mandated as part of the land grant mission of the university. The initiation of the Innovative Grants in Student Community Service through FIPSE provided the impetus to translate the concept of community service at KSU into action.

Since its establishment October 1, 1987, the CSP has provided community service opportunities for 883 KSU students. Fifty-five rural Kansas communities and countless individuals have benefited from the work of these students. Financial aid, amounting to $172,808 has been provided to students in the form of salaries, stipends and scholarships.

Purpose. At the time of its establishment, the Kansas State University Community Service Program (CSP) was organized to address three major concerns facing the university. First, students appeared less interested in community and public service than a decade ago. Where students were involved, there appeared to be little connection with their educational experience. Second, in recent years, the decline in educational grants has forced students to seek work to support their education and to choose majors and careers which will help them to repay their college indebtedness. Rather than devoting time to activities such as community service, KSU students (70% to 80% of whom are employed), are either putting significant amounts of time into jobs to support their education or are increasing their indebtedness through loans. Third, Kansas, and particularly our rural communities, are in a major social and economic crisis. Kansas State University bears a responsibility to use its resources, including students, to respond to this crisis. In response to these concerns, the KSUCSP has been organized to offer to students a variety of community service opportunities.

Background and Origins. Kansas State University, as the land grant institution in the state of Kansas, has a long history and tradition of service. The university, founded February 16, 1863, was established under the Morrill Act, by which land-grant colleges came into being. The Manhattan campus consists of 668 acres located in the north central Kansas community of Manhattan. Off-campus experimental work in agriculture is accomplished through the Kansas Agricultural Experiment Station and its five branch stations. University-owned and -leased land at the station sites and the 11 experimental fields exceeds 12,000 acres. Enrollment at the university was seventeen thousand in 1987 and has increased to over twenty thousand for the 1989/90 academic year.

Kansas State University is mandated to provide service not only to the immediate community but the entire state of Kansas including all 105 counties. The service mission to the rural parts of the state has become primarily focused on agricultural issues through the Cooperative Extension Service. However, in recent years, the role of Extension has evolved to include community development as a primary focus. This evolution has occurred simultaneously as academic units at the university have devoted less attention to service outside the university community due to the reward structure of the institution. Since the initiation of the CSP, several interdisciplinary outreach programs have been organized to extend the land grant service mission to the entire university.

The KSUCSP has received good support from the university faculty and administration, communities, and state agencies. The initial suspicion by Cooperative Extension of students' ability to competently address community development issues has been largely overcome. Concerns in rural communities regarding student capabilities and behavior have been eliminated for the most part due to the excellent track record which has been established.

Project Description. The KSU Community Service Program includes four major activities designed to provide a wide variety of service opportunities to students.

* Community Service Summer Teams work in rural Kansas communities for eight weeks each summer on projects requested and designed by community leaders. Each interdisciplinary team is supervised by a KSU faculty mentor, a community leader, and the CSP director. Students prepare for their projects through enrollment in a spring semester seminar designed to acquaint students with their host community and the project which has been requested and designed by the community. Host communities provide student team members with summer housing, project supplies and materials, office space, and project related transportation. Student team members receive a $1,500 stipend and a $400 scholarship for their work. Financial support for stipends and scholarships comes from work study funds, community financial commitments, and fundraising efforts. Students participate in a structured reflection and evaluation seminar during the fall semester following the project.

* Community S.A.V.E. is designed to offer a short-term labor intensive community service opportunity to students. Through this activity, students assist rural communities with clean-up fix-up projects that are completed in one day or over spring break. The community designs the projects, provides materials and supplies and matches the student effort with its own volunteers.

* The Mini-grant activity allows students learn the grant process through problem identification, proposal development and project implementation. Approved projects are awarded up to $500 with a matching amount in cash or in-kind raised by the student.

* The Community Service Clearinghouse links KSU students with community agencies needing volunteers for both ongoing volunteer roles and one-time projects.

Project Results. During the grant period (October 1, 1987 - September 30, 1989) a total of 883 students have participated in the four CSP program activities. Students have received $172,808 in financial aid to help in reducing their indebtedness. The individual program activity statistics are as follows:

* 13 students have worked in the CSP office organizing and implementing the four major program activities and receiving salaries of $26,308 from FIPSE funds and an additional $6,000 from other grant funds.

* 72 students have participated in 17 summer team projects in 18 host communities, receiving $108,000 in stipends and $28,800 in scholarships for a total of $136,800 in financial aid.

* 216 students have participated in 16 SAVE projects in 14 host communities.

* Forty students have participated in the Mini-grant activities. Of these, 11 submitted proposals and 8 were funded and implemented. Stipends paid to students as part of their project totaled $1,700.

* 543 students have participated in Clearinghouse activities through the CSP office. Those students who respond to CSP Clearinghouse announcements directly through an agency are not included in this number. Students have received stipends totalling $2,000 through Clearinghouse activities.

The students participating in CSP activities have come from every college at Kansas State University, representing at least 34 different departments. Students have ranged in age from 18 to 46. Approximately one-half of the participating students have urban backgrounds with the other half coming from small towns or rural areas. Ten international students have participated in CSP activities.

Summary and Conclusions. The Community Service Program is firmly established at Kansas State University through the impetus provided by FIPSE funding. Through the initiatives of the CSP, many state agencies, units of local government and private not-for-profit groups now look to the students of Kansas State University to enhance the lives of rural communities and individuals in the state of Kansas. Given the opportunity, Kansas State University students have demonstrated that they are committed to providing a range of activities which serve those around them. Given the unique rural environment of Kansas State University and its land grant mission and the special needs of a rural dominated state, students have provided not only social welfare related services, i.e., literacy support, homecare, food distribution, but have also become actively involved in community and economic development issues which support the continued viability of small towns and rural areas. The continuing challenge is to ensure that community service is pedagogically connected with the learning process, that adequate time is provided to reflect on the experience and that adequate funding be provided to ensure the availability of stipended service experiences.

BODY OF REPORT

Project Overview

The Kansas State University Community Service Program is the result of the collective efforts and concern of many faculty members and students at the university. The development and implementation of the program represented the realization of a vision to nurture the idealism and beliefs in social justice and civic responsibility that many faculty had experienced and that students desired to experience as a part of their undergraduate education. The success of the CSP has served to confirm these beliefs.

The concept behind the CSP grew out of many years of discussion, both formal and informal, of a variety of faculty members and students who shared similar values and concerns. This group of faculty and students were responding, with their colleagues across the nation, to growing evidence that college students seem to be little concerned with issues of civic responsibility and social justice. However, coupled with this was a concern for Kansas State University and its institutional responsibility to promote positive civic attitudes. Colleges and universities have increasingly placed emphasis on their role in preparing individuals for jobs and careers rather than social responsibility. This emphasis is of particular concern at Kansas State University, the land grant university, where service is mandated as a mission of the institution. The initiation of the Innovative Grants in Student Community Service through the Fund for the Improvement of Post Secondary Education provided the impetus to translate the concept of community service at KSU into

action. Following funding of the KSU grant application, The Community Service Program was initiated October 1, 1987.

The success of the Community Service Program at KSU has confirmed many of the original beliefs. During its two years of FIPSE funding, the CSP has provided community service opportunities for nearly 900 students. Over 50 Rural communities and countless individuals across the state of Kansas have benefited from the work of these students. $172,808 has been provided to students in the forma of stipends and scholarships.

Purpose

At the time of its formation, The Community Service Program was organized to address three major concerns faced by Kansas State University. First, students appeared less interested in issues of social justice and public service than a decade ago. Where students are involved with improving the lives of others, there appears to be little connection with their educational experience. This has been documented through the Astin surveys which provide evidence that college students have as their primary educational goal the pursuit of power and wealth. This is contrary to evidence of 20 years ago when college students reported that gaining a meaningful philosophy of life provided the primary motivation for postsecondary education. College students have come to be characterized as selfish and uncaring.

The second concern addressed by the CSP is the increasing indebtedness of college students. In recent years, the decline in educational grants has forced students to seek work to support their

education and to choose majors and careers which will help them to repay their college indebtedness. Indeed, at Kansas State University, it is estimated that 70% to 80% are employed in at least one job to support themselves while attending college. Thus, KSU students are either putting significant amounts of time into jobs to support their education or are increasing their indebtedness through loans.

Finally, Kansas, and particularly its rural communities, were undergoing, and continue to, major social and economic upheavals. Rural areas face problems requiring special initiatives and resources which are responsive to their unique set of needs. Kansas State University, as a land grant university, bears a special responsibility to respond to these problems.

The Kansas State University Community Service Program has successfully addressed these initial concerns. Student response to the opportunities offered through the CSP has been very good. The CSP has served as a source of financial aid to participating students. Rural communities have benefited through the work of the students. As the program has evolved, the larger concerns of educating for civic responsibility, which initiated the program, have remained central to its mission. However, as the program has developed, our understanding of the problems and the appropriate response has also evolved.

The Kansas State University Community Service Program is one of the few college based service programs which focuses its activities on the unique needs of rural communities. This is exemplified in the

sixty-four community service projects outlined for the 1988 and 1989 FIPSE funding years. Only twelve appear to have some focus which addresses rural needs. While rural places share with their urban counterparts problems related to serving the needs of children and the elderly, literacy and homelessness, addressing the needs of small towns and rural areas must also include attention to limited service availability, the aging of the population, cultural differences and values, limited funding capabilities, economic downturns and dying communities. Student community service, to be meaningful and constructive in the context of the rural environment, must be structured to respond to these issues.

Background and Origins

Kansas State University, as the land grant institution in the state of Kansas, was founded on and has continued its history and tradition of service. The most visible example of this commitment to service is through the KSU Extension Service. However, several additional campus based organizations have a strong tradition of service to the community and state, including the University for Man, the Family Center, and the International Trade Center. The service mission to the rural parts of the state has been primarily served through the Cooperative Extension Service and its agents in the 105 counties.

The services offered by Cooperative Extension have for many years been centered around agriculture. Indeed, at Kansas State University the director of the Cooperative Extension Service also serves as the Dean of the College of Agriculture. Recently, however,

Extension has worked to play a larger role in issues of community development. This evolution in the role of Extension has occurred simultaneously as academic units at the university had limited involvement in service outside the university community due to budget limitations and changing reward structures. One notable exception to this trend has been the College of Architecture where students and faculty have been very involved in bring their skills to rural communities. Since the initiation of the CSP, several interdisciplinary outreach programs have been organized to extend the land grant mission of the university by bringing the resources of the entire university to bear on issuing facing rural Kansas.

The organization of the CSP to respond to rural community problems was initially viewed with some skepticism by those involved in community development at Kansas State University and by other state agencies. Students were viewed as having little to offer to rural communities because of their lack of understanding and training to deal with the problems facing small towns and rural areas.

The faculty in other parts of the university were, in contrast, enthusiastic about the formation of the program. Indeed, the original proposal to FIPSE included over 20 letters of support from department heads in all colleges of the university. Faculty and administrators were eager to support the concept of students providing service to communities through the use of their academic skills.

Many Kansas communities were cautiously supportive of the idea of student community service. They were in need of the expertise and

energy which students could offer. However, two significant barriers had to be overcome. First, many rural communities had come to view outside "consultants" with distrust. Communities have too often been analyzed, diagnosed, and then left with a plan that gathers dust on the shelf. This project was viewed by many as another "laboratory experience" for students with little of value left for the community. Second, the suspicion of the college students and the stereotypical images of students were a significant barrier in many communities. Questions of supervision, behavior, and ability were common. These issues are characteristic of the political conservatism and resistance to outside interference of rural areas and point out the need for sensitivity to the culture and values of rural areas.

Project Description

During its first two years, the Community Service Program consisted of four major activities. These activities were conceived and designed to offer a range of opportunities for participation and to address a variety of interests of students. Each of the four major activities is administered and organized by one or more student coordinators. These student coordinators are given responsibility for project development, student recruitment, project implementation and supervision, and documentation. In addition, the CSP employs a student who is responsible for public relations for the program including on-campus promotion and production of recruitment materials, media promotion, and newsletter development and production.

The four program activities of the CSP are:

(1) Community Service Summer Teams;

(2) Community S.A.V.E. (Structural Assistance Volunteer Effort);

(3) Mini-grants;

(4) Clearinghouse, recently renamed Volunteer Network.

The Community Service Summer Teams have been the most visible and complex activity of the CSP. These teams offer students a long-term community service opportunity which integrates their academic training with community involvement. Interdisciplinary teams of students, usually junior level or above, are organized to live and work in a rural community for eight weeks during the summer. These students use their academic skills to work alongside community members implementing a project requested and designed by the community. Student teams are supervised by a KSU faculty mentor, a community leader, and the CSP director.

Students prepare for their projects through enrollment in three credit hours during the spring semester prior to the project. This preparation includes a study of rural communities in general as well as acquainting students with the specific community in which they will live and work. Students receive the local newspaper, make at least one site visit, develop a profile of their assigned community. Team members also work with their faculty mentor to understand the goals of the community project and to develop plans to implement the project during the summer.

Host communities provide student team members with summer housing, project supplies and materials, office space, project

related transportation. In addition, student team members receive a $1,500 stipend paid during the summer and a $400 scholarship available upon enrollment for the following fall semester for their involvement.

During the fall semester following the project, students participate in a structured reflection and evaluation seminar. Enrollment in this one credit hour seminar provides students, faculty, program administrators, and community members with an opportunity to assess the impact of the project upon communities as well as the individuals involved.

The Community Service Summer Team activity has received its financial support from a variety of sources. FIPSE funds have provided administrative costs including salaries for CSP directors and student coordinators, partial salary for faculty mentors, travel for CSP staff and faculty for project development and supervision, and operating costs such as telephone and postage. Kansas State University has provided salary support for faculty mentors and has made state work study funds available to pay one-half the stipend for eligible students. In addition, scholarship support has been provided during the first two years of the project. Host communities make a $1,000 donation toward the total team stipends. To raise the remaining stipend support and a portion of the scholarship money, the project director has devoted his time to fundraising, amounting to $20,000 to $25,000 each year. These funds have come from individuals, private foundations, and corporations.

Community S.A.V.E. is designed to offer a short-term, labor

intensive community service opportunity to students. Through this activity, students assist rural communities with cleanup and/or fixup projects that are completed in one day or over a spring break. The community designs the projects, provides all materials and supplies, prepares a noon meal to be shared with community members and matches the student effort with its own volunteers. Students are recruited through the use of promotional flyers posted across the campus and mailed to campus organizations. The CSP provides transportation and project supervision. Participating students work as volunteers and are given recognition for their efforts in the campus student newspaper.

The Mini-grant activity allows students to learn the art of grantsmanship while providing service to a community. Students participate in a two stage proposal process to identify a community need and to develop strategies to address this need. A seminar, open to all students and faculty, is planned before each funding cycle to acquaint students with the guidelines and to provide instruction in proposal development. Approved projects are awarded up to $500 with a matching amount in cash or in-kind to be raised by the student applicants. Funded projects are implemented by the student(s) and monitored by the CSP student coordinator responsible for this program activity. Mid-term and final reports are submitted and a final oral presentation is required. Financial support for this program activity comes from CSP fundraising efforts.

Volunteer Network (The Community Service Clearinghouse) links KSU students with community agencies needing volunteers for both

ongoing volunteer roles and one-time projects. The Clearinghouse coordinator publishes news announcements each month containing information on local, national, and international opportunities.

The Community Service Program was originally conceived based on several planning premises. The program activities were designed to address these premises.

Premise 1. The successful university-based community service program should provide educational and/or academic experiences which are linked to community service activities.

The Community Service Summer teams have allowed students to apply and integrate their academic training skills with service. Students serving on these teams have been recruited to bring the required training and skills to the community project. They have worked in an interdisciplinary setting which has not only provided the opportunity for them to improve their own skills but a chance to learn to fit their skills together with those of other disciplines to work toward a common goal. In most cases, the team experience has provided students with their first opportunity to apply their education in a real-life setting. The experience is made even more meaningful because this is not a theoretical laboratory exercise, but is a project which communities intend to implement and which will impact in a real way upon the lives of community members.

The Community Service Program has allowed students to learn to organize community service activities and to acquire skills in recruiting and developing persons with special skills. The 13 students who have worked as coordinators during the past two years

have taken primary responsibility for the day-to-day operation of the program and deserve the largest part of the credit for its success. These students have developed organizational skills, learned to relate and work cooperatively with community leaders, analyzed program goals and developed strategies to achieve those goals, and learned recruitment and motivational techniques. Summer team members have also learned organizational skills as they have implemented their assigned projects and identified needs and carried out community service projects independently in their host communities.

Premise 2. The successful university-based community service program should provide financial incentives which are linked to community service.

The Community Service Program has provided stipends and scholarships to students who participate in the Community Service Summer Teams, a long-term service activity. These students are asked to commit the majority of their summer to the project and in most cases, depend upon the stipend and scholarship they receive to finance the following year of education. The CSP also employs students to administer the program.

Premise 3. The successful university-based community service program should reflect the array of community service activities and opportunities that students will face upon graduation.

The Community Service Program has offered a variety of activities varying in both length and intensity to respond to the varied interests of university students. All projects are interdisciplinary, encouraging interaction among students with

different skills and backgrounds.

Premise 4. The successful university-based community service program should be seen as central to the mission of the university.

As a land grant university, Kansas State University was founded, in part, to provide service to the citizens of the state. The establishment of the CSP has helped students to become involved in that mission. The CSP is located administratively under the Vice-President for Institutional Advancement to provide accessibility to the program by all units within the university and to command the attention and commitment of the central administration. The university has also supported the program through the availability of a portion of the state work study funds and scholarships.

Premise 5. The successful university-based community service program should have programs which work cooperatively with community, state and private agencies.

The CSP has worked cooperatively with community organizations such as local Chambers of Commerce, economic development groups, local governmental units, regional agencies and state programs and agencies such as the Kansas Department of Commerce and the Kansas PRIDE program to develop rural-based community service projects. Communities have contributed financial support to participating students and additional funding has been obtained from private foundations and corporations.

Premise 6. The successful university-based student community service program should be student centered.

The CSP activities are developed, administered and implemented

by university students. Students are also appointed to the Advisory Board. Financial support for student stipends, scholarships and salaries has been awarded by the KSU Student Governing Association.

Project Results

During the grant period (October 1, 1987 - September 30, 1989) a total of 883 students have participated in the four CSP activities. Students have received $172,808 in financial aid to help in reducing their indebtedness. The individual program activity statistics are as follows.

* 13 students have worked in the CSP office organizing and implementing the four major program activities and receiving salaries totaling $26,308 and an additional $6,000 from other grant funds.

* 72 students have participated in 17 summer team projects in 18 host communities receiving $108,000 in stipends and $28,000 in scholarships for a total of $136,800 in financial aid.

* 216 students have participated in 16 SAVE projects in 14 host communities.

* 40 students have participated in Mini-grant activities. Of these, 11 submitted proposals which were funded and implemented. Stipends paid to students as part of their project totaled $1,700.

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The students participating in CSP activities have come from

every college at Kansas State University, representing at least 34 departments and majors. Students have ranged in age from 18 to 46. Approximately, one-half of the participating students have urban backgrounds while the other half have come from small towns and rural areas. 10 international students have participated in CSP activities.

This project has not produced any major institutional change at Kansas State University. However, the establishment of the Community Service Program has accomplished several important results.

* The CSP has created an awareness among faculty and administrators of the role which students can play in service to communities as a part of the mission of the university.

* The CSP has offered opportunities to faculty from throughout the university to apply their skills and knowledge to the needs of communities.

* The CSP has created an awareness among students of the importance of community service and especially rural-based service.

* The CSP has stimulated a growing interest within the university to make the resources of the total university accessible across the state of Kansas.

Evidence of the effects of the project on student participants and communities has been gather both through anecdotal and formal evaluations. Students report that they have become involved in CSP activities for a variety of reasons, ranging from the desire to serve to the need to gain job experience. However, our experience has shown that through involvement with communities and other students

who are committed to the ideals of service, even the non-altruistically involved students report having gained a greater commitment to community service.

Many of the students who work in the CSP have little experience or understanding of rural communities. Those who have lived in rural areas often view their university education as the first step to leaving their rural background. The CSP provides an experience in rural communities which creates a new sensitivity and appreciation of the needs and vitality of rural life. Student perceptions of small town life are changed to the point that many students express some willingness to consider pursuing their careers in rural communities.

Following the completion of Year 1 Summer Team projects, host communities were asked to respond to several open-ended questions concerning the impact of the summer projects. The communities reported a very positive outcome, citing the quality of the students' work and the interaction of the students with the community as evidence. Many of the students from these first year teams are still in contact with their host families and other friends in these communities. Year 2 Summer Team projects were formally evaluated by an outside evaluator. These communities reported similar results. The report of the evaluator will be forwarded upon completion.

Students participating in summer teams projects are also asked to evaluate their experience during the fall semester seminar following the projects. Overall, students view their experience very positively. They find the projects to be beneficial academically and feel that their work is of high quality and will benefit their host

communities. In most cases, students have become active members of their host communities and have made lifelong friends in the process. A major frustration for the students has been the spring semester preparation coursework. Many feel that the theoretical framework provided through this class has little relationship to the "real world" they encounter in the community. The preparation seminar has been revised each year to the project in response to these comments. The report of the Year 2 formal student evaluation will be forwarded when completed.

The Kansas State University Community Service Program is continuing and expanding through several initiatives. The CSP provided one basic element of a recently funded Kellogg Foundation grant to Kansas State University to promote and develop rural leadership. Through this grant, the original CSP has received funding support through July, 1992, with the possibility of an extension through 1995. The CSP has also been expanded, through a second FIPSE supported grant beginning July 1, 1989, to include an intergenerational community service project serving rural communities. Formal evaluation of KSU Community Service Program activities is built into the requirements of each of these funding sources.

Obtaining adequate funding to provide student stipends and scholarships for KSU students involved in community service has been the greatest challenge of the CSP. As noted earlier, Kansas Work Study grants, KSU Student Government Association funds for student stipends, foundation grants, corporate grants and local community

donations have all helped to raise the dollars necessary for student stipends, estimated now to be approximately $40,000 per year. The CSP will continue to utilize these funding sources. The Kansas Legislature has legislation pending which, if enacted, will provide substantial stipend support to students in Kansas institutions of higher education involved in community service.

Dissemination activities have occurred on a regular basis throughout the grant period. The CSP has produced a newsletter to highlight its activities. Four editions of the newsletter have been published. The CSP was the included as part of a Kansas public television documentary on rural communities. The CSP has been very actively involved in the promotion of student community service with the Associated Students of Kansas, making several presentations to the group concerning the implementation of student service. Presentations on rural directed student community service have been made at two national conferences and a Kellogg National Fellowship small group seminar over the past two years. Finally, a recent grant proposal was submitted, in conjunction with Youth Service America, to develop a system to develop and/or expand K-University rural focused student community service projects in four states over the next two years.

Summary and Conclusions

The Community Service Program at Kansas State University was established to: 1) provide opportunities for students to develop and exercise their civic responsibility; 2) reduce the indebtedness of students engaged in community service; and 3) respond to the special

community and economic development needs of small towns and rural areas. A series of goals and intended outcomes were outlined to provide a framework in which the Community Service Program would operate. The goals and intended outcomes were all substantially achieved and surpassed. The Community Service Program is firmly established at Kansas State University and in Kansas. The problems in rural Kansas have not gone away, but a much greater sensitivity to those problems has been achieved by both students and faculty at Kansas State University. The university has also recognized that it has a clear responsibility to provide opportunities for service and that given the opportunities, young people are firmly committed to serving others.

The experience of the development and implementation of the Kansas State University Community Program leads to several conclusions.

* Students are interested in providing service to others if opportunities are provided for them. Rather than blaming students for apathy and disinterest, institutions of higher education must assume their share of the responsibility for developing opportunities and expectations that students and faculty be actively responsible citizens.

* For community service to be effective in a college or university setting, administration and faculty must be involved and supportive of service. The KSUCSP has found it very beneficial to have faculty mentors actively involved in student community service. Their supervision has not only ensured quality and reflection, but it

has also lent legitimacy to the service activities.

* The most difficult part of the development and implementation of student community service is making the pedagogical connection between the educational mission of the institution and service. For some faculty and students, community service is viewed as peripheral to education rather than an integral part of connecting the knower and the known.

* Student community service must be structured to respond to the unique set of needs and opportunities presented by the environment in which it occurs. For the KSU Community Service Program this meant that it had to be organized in a way that was responsive to the needs of small towns and rural areas. The majority of these needs focused on community and economic development issues necessary for the very survival of these places.

* Student community service must also be structured to ensure that the community impacted is empowered by the process. This means that the community must have some commitment, investment and control over the service provided. Service ought to be undertaken with the community, not for it. We have found it very beneficial to respond to community requests for service by requiring a community supervisor and some financial support for student stipends, where appropriate.

* If student community service is to focus on citizen education, its implementation can take many forms, ranging from social service to economic development focused activities. However, in all cases opportunities need to be presented which utilize the range of interests and skills available in students. For example, it is our

belief that if a student learns to use his/her architectural skills in student community service, that individual will continue to use those special skills not only to make a living, but to benefit others through various forms of service.

* It has been stated that service is sixty percent reflection and forty percent action. Opportunities for reflection are an essential ingredient in student community service. We have built in a reflection element in all service activities to ensure that some attention is given to the issue of civic responsibility as well as the task performed.

* The most difficult task in community service is raising the funds necessary to provide stipends to reduce student indebtedness. We are convinced that stipend availability is a necessary element of at least some parts of a community service program if it is to be available to all groups on a campus. Nevertheless, as community service programs grow most campuses, in our experience, have not identified stable sources of revenue to match the total need. Commitment to fund raising, therefore, must be accepted as a necessary and continuous function of community service.